

SITE VISIT PROTOCOL

Standard 1: Professional Education Advisory Board (PEAB)

The unit has established a PEAB for each preparation program.

Operating Procedures, Membership, Meeting Times

Unacceptable	Acceptable	Target
No operating procedures and fewer than four meetings per year. Excessive absences by members or unfilled member positions.	Operating procedures in place, four meetings scheduled per year, efforts to solicit members for vacant positions are documented, minimum absences by members.	Operating procedures in place, four meetings scheduled per year, no vacant member positions, no absences by members.

Collaborative Function

Unacceptable	Acceptable	Target
No review of data collected via the unit assessment system. No review of program approval standards on an annual basis.	Evidence of review of assessment data and program approval standards.	Evidence of recommendations and program changes based on the review of assessment data.

Examples of Evidence:

- PEAB Minutes
- PEAB Membership Lists
- PEAB Annual Reports
- PEAB Operating Procedures
- Summaries of Annual "Program Completer" Follow-Up Data
- Summaries of Annual "Program Completer" Placement Data
- Summaries of Employer Survey Data
- Documentation of Program Changes Based on Follow-Up and Placement Data
- Schedule for Reviewing Program Standards

Standard 2: Accountability

The unit has a system that collects and analyzes data on applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve the unit and its programs.

Learner Expectations

Unacceptable	Acceptable	Target
Program completion learner expectations are not identified and published. If available, learner expectations do not reflect professional, state, and institutional standards	Learner expectations are clearly articulated and published. The expectations explicitly reflect professional, state, and institutional standards. Documentation of candidate performance verifies learner expectations having been met/not met by individual candidates.	Learner expectations are clearly articulated, published, and reflect professional, state, and institutional standards. Criteria for meeting the expectations are clearly identified. Summaries of assessment data for all candidates are available relative to performance on the learner expectations.

Positive Impact on Student Learning

Unacceptable	Acceptable	Target
Candidates and program faculty are familiar with the term, but are vague about how to document “positive impact.” No examples are available that document impact on student learning by candidates.	Candidates and program faculty, full-time and adjunct, are able to clearly articulate the means by which “positive impact on student learning” can be assessed. All candidates are accountable for providing documentation. Work samples clearly indicate that candidates assess their impact on student learning on a regular basis.	Candidates are provided ongoing opportunities throughout the program to assess and document “positive impact on student learning.” Reflective analysis is integrated into this process. Summaries of candidate performance in this area, as verified by examples of documentation, are available and are reviewed to inform program change.

Assessment System

Unacceptable	Acceptable	Target
The unit has not involved its professional community in the development of an assessment system. The unit’s system does not include a comprehensive and integrated set of evaluation measures to provide information for use in monitoring candidate performance and managing and improving operations and programs. The assessment system does not reflect professional, state, and institutional standards. Decisions about continuation in and completion of programs are not based on multiple assessments. The assessments used	The unit has developed an assessment system with its professional community that reflects the conceptual framework(s) and professional and state standards. The unit’s system includes a comprehensive and integrated set of evaluation measures that are used to monitor candidate performance and manage and improve operations and programs. Decisions about candidate performance are based on multiple assessments made at admission into programs, at appropriate transition points and at program completion. Assessments	The unit, with the involvement of its professional community, is implementing an assessment system that reflects the conceptual framework(s) and incorporates candidate proficiencies outlined in professional and state standards. The unit continuously examines the validity and utility of the data produced through assessments and makes modifications to keep abreast of changes in assessment technology and in professional standards. Decisions about candidate performance are based on multiple assessments made at multiple points

Assessment System (continued)

Unacceptable	Acceptable	Target
are not related to candidate success. The unit has not taken effective steps to examine or eliminate sources of bias in its performance assessments, or has made no effort to establish fairness, accuracy, and consistency of its assessment procedures.	used to determine admission, continuation in, and completion of programs are predictors of candidate success. The unit takes effective steps to eliminate sources of bias in performance assessments and works to establish the fairness, accuracy, and consistency of its assessment procedures.	before program completion. Data show the strong relationship of performance assessments to candidate success. The unit conducts thorough studies to establish fairness, accuracy, and consistency of its performance assessment procedures. It also makes changes in its practices consistent with the results of these studies.

Data Collection, Analysis, and Evaluation

Unacceptable	Acceptable	Target
The unit does not regularly and comprehensively gather, compile, and analyze assessment and evaluation information on the unit's operations, its programs, or candidates. The unit does not use appropriate information technologies to maintain its assessment system. The unit does not use multiple assessments from internal and external sources to collect data on applicant qualifications, candidate proficiencies, graduates, unit operations, and program quality.	The unit maintains an assessment system that provides regular and comprehensive information on applicant qualifications, candidate proficiencies, competence of graduates, unit operations, and program quality. Using multiple assessments from internal and external sources, the unit collects data from applicants, candidates, recent graduates, faculty, and other members of the professional community. These data are regularly and systematically compiled, summarized, and analyzed to improve candidate performance, program quality, and unit operations. The unit maintains its assessment system through the use of information technologies.	The unit is implementing its assessment system and providing regular and comprehensive data on program quality, unit operations, and candidate performance at each stage of a program, including the first years of practice. Data from candidates, graduates, faculty, and other members of the professional community are based on multiple assessments from both internal and external sources. Data are regularly and systematically collected, compiled, summarized, analyzed, and reported publicly for the purpose of improving candidate performance, program quality, and unit operations. The unit is developing and testing different information technologies to improve its assessment system.

Use of Data for Program Improvement

Unacceptable	Acceptable	Target
The unit makes limited or no use of data collected, including candidate and graduate performance information, to evaluate the efficacy of its courses, programs, and clinical experiences. The unit fails to make changes in its courses, programs, and clinical experiences when evaluations indicate that modifications would strengthen candidate preparation to meet professional, state, and institutional standards. Candidates	The unit regularly and systematically uses data, including candidate and graduate performance information, to evaluate the efficacy of its courses, programs, and clinical experiences. The unit analyzes program evaluation and performance assessment data to initiate changes where indicated. Candidate and faculty assessment data are regularly shared with candidates and faculty respectively to help	The unit has fully developed evaluations and continuously searches for stronger relationships in the evaluations, revising both the underlying data systems and analytic techniques as necessary. The unit not only makes changes when evaluations indicate, but also systematically studies the effects of any changes to assure that the intended program strengthening occurs and that there are no adverse consequences. Candidates

Use of Data for Program Improvement (continued)

Unacceptable	Acceptable	Target
and faculty are not regularly provided formative feedback based on the unit's performance assessments.	them reflect on their performance and improve it.	and faculty review performance data on their performance regularly and develop plans for improvement.

Examples of Evidence:

Program Brochures
College or University Catalog
Performance Rubrics for Learner Expectations
Candidate Portfolios
Documents that Identify Connections Between Learner Expectations and Professional, State, and Institutional Standards
Reflections by Faculty and Candidates/Plans for Improvement-Based on Assessment Data
Faculty Criteria for Assessing Student Work
Candidate Interviews
Unit Analysis and Summaries of Assessment Data
Documentation of Program Changes Resulting from Assessment Data
Assessment Instruments
Candidate Work Samples That Document Candidate "Positive Impact on Student Learning"

Standard 3: Unit Governance and Resources

The unit has the leadership, authority, budget, personnel, facilities, and resources, including information technology resources, for the preparation of candidates to meet professional, state, and institutional standards.

Unit Leadership and Authority

Unacceptable	Acceptable	Target
Unit leadership and authority arrangements do not result in coherent planning, delivery, or operation of programs for the preparation of teachers and other school personnel. The unit does not effectively manage or coordinate all programs so that candidates meet standards. The unit does not effectively engage cooperating P–12 teachers and other practicing educators in program design, implementation, and evaluation. The unit is not recognized as a leader on campus or within the educational community..	The unit has the leadership and authority to plan, deliver, and operate coherent programs of study. The unit effectively manages or coordinates all programs so that their candidates are prepared to meet standards. Faculty involved in the preparation of educators, P–12 practitioners, and other members of the professional community participate in program design, implementation, and evaluation of the unit and its programs. The unit provides a mechanism and facilitates collaboration between unit faculty and faculty in other units of the institution involved in the preparation of professional educators.	The unit provides the leadership for effectively coordinating all programs at the institution designed to prepare education professionals to work in P–12 schools. The unit and other faculty collaborate with P–12 practitioners in program design, delivery, and evaluation of the unit and its programs. Colleagues in other units at the institution involved in the preparation of professional educators, school personnel, and other organizations recognize the unit as a leader. The unit provides professional development on effective teaching for faculty in other units of the institution.

Unit Budget

Unacceptable	Acceptable	Target
Budgetary allocations to the unit, either in total or in comparison with other units on campus or similar units at other campuses, do not support programs at levels necessary for candidates to meet standards..	The unit receives sufficient budgetary allocations at least proportional to other units on campus or similar units at other campuses to provide programs that prepare candidates to meet standards. The budget adequately supports on campus and clinical work essential for preparation of professional educators.	Unit budgetary allocations permit faculty teaching, scholarship, and service that extend beyond the unit to P–12 education and other programs in the institution. The budget for curriculum, instruction, faculty, clinical work, scholarship, etc., supports high quality work within the unit and its school partners

Personnel

Unacceptable	Acceptable	Target
Unit workload policies including online course delivery, do not permit faculty members to be engaged effectively in teaching, scholarship, assessment, advisement, P–12 collaboration, and service. Faculty loads for teaching on campus and online generally exceed 12 hours for	Written policies describe faculty workload, including online course delivery, that allow faculty members to be effectively engaged in teaching, scholarship, assessment, advisement, and collaborative work in P–12 schools, and service. The unit makes appropriate use of fulltime,	Workload policies and practices permit and encourage faculty not only to be engaged in a wide range of professional activities, including teaching, scholarship, assessment, advisement, work in schools, and service, but also to professionally contribute on a community, state, regional, or national basis. Formal

Personnel (continued)

Unacceptable	Acceptable	Target
undergraduate teaching and 9 hours for graduate teaching. Supervision of clinical practice generally exceeds 18 candidates for each fulltime equivalent faculty member. The unit's use of part-time faculty and graduate assistants contributes to the lack of program coherence and integrity. An inadequate number of support personnel limits faculty effectiveness and candidate progress toward meeting standards. Opportunities for professional development, including training in the use of technology, are limited, leading to an adverse effect on program quality.	part-time, and clinical faculty as well as graduate assistants so that program coherence and integrity are assured. The unit provides an adequate number of support personnel so that programs can prepare candidates to meet standards. The unit provides adequate resources and opportunities for professional development of faculty, including training in the use of technology.	policies and procedures have been established to include online course delivery in determining faculty load. The unit's use of part-time faculty and of graduate teaching assistants is purposeful and employed to strengthen programs, including the preparation of teaching assistants. Clinical faculty are included in the unit as valued colleagues in preparing educators. Unit provision of support personnel significantly enhances the effectiveness of faculty in their teaching and mentoring of candidates. The unit supports professional development activities that engage faculty in dialogue and skill development related to emerging theories and practices.

Unit Facilities

Unacceptable	Acceptable	Target
Campus and school facilities are not functional or well maintained to support candidate progress toward meeting standards. They do not support preparation of candidates to use current technologies.	The unit has adequate campus and school facilities (main and branch) to support candidates in meeting standards. The facilities support faculty and candidate's use of information technology in instruction.	The unit has outstanding facilities on campus (main and branch) and with partner schools to support candidates in meeting standards. Facilities support the most recent developments in technology that allow faculty to model the use of technology and candidates to practice its use for instructional purposes.

Unit Resources Including Technology

Unacceptable	Acceptable	Target
Allocations of resources across programs are uneven in ways that impede candidates' ability to meet standards. Few or no resources are available for developing and implementing the unit's assessment plan. Information technology resources are so limited that candidates are unable to experience use of information technology. Faculty and candidates do not have access to sufficient and current library and	The unit allocates resources across programs to prepare candidates to meet standards for their fields. It provides adequate resources to develop and implement the unit's assessment plan. The unit has adequate information technology resources to support faculty and candidates. Faculty and candidates have access both to sufficient and current library and curricular resources and electronic information.	The unit aggressively and successfully secures resources to support high-quality and exemplary programs and projects to ensure that candidates meet standards. The development and implementation of the unit's assessment system is well funded. The unit serves as an information technology resource in education beyond the education programs—to the institution, community, and other institutions. Faculty and

Unit Resources Including Technology (continued)

Unacceptable	Acceptable	Target
curricular resources or electronic information.		candidates have access to exemplary library, curricular, and electronic information resources that not only serve the unit, but also a broader constituency.

Qualified Faculty

Unacceptable	Acceptable	Target
A large proportion of professional education faculty do not have earned doctorates. The professional education faculty do not have the expertise and contemporary professional experiences that qualify them for their assignments. Not all school faculty are licensed in the fields that they teach. Not all higher education clinical faculty have had professional experiences in school settings.	Professional education faculty at the institution have earned doctorates or exceptional expertise that qualifies them for their assignments. School faculty are licensed in the fields that they teach or supervise, but often do not hold the doctorate. Clinical faculty from higher education have contemporary professional experiences in school settings at the levels that they supervise.	Professional education faculty at the institution have earned doctorates or exceptional expertise, have contemporary professional experiences in school settings at the levels that they supervise, and are meaningfully engaged in related scholarship. All clinical faculty (higher education and school faculty) are licensed in the fields that they teach or supervise and are master teachers or well recognized for their competence in their field.

Modeling Best Professional Practices in Teaching

Unacceptable	Acceptable	Target
Faculty have limited understanding of their fields. Faculty teaching provides candidates little engagement with content and does not help them develop the proficiencies outlined in professional, state, and institutional standards. Faculty use a limited number of instructional strategies; these strategies do not reflect current research on teaching and learning. Faculty seldom model the use of information technology in their own teaching. Few faculty assess their own effectiveness as teachers. Many faculty members have not developed systems for assessing whether candidates in their classes or under their supervision are learning.	Faculty have a thorough understanding of the content they teach. Teaching by professional education faculty reflects the unit's conceptual framework and research, theories, and current developments in their fields and teaching. Faculty value candidates' learning and assess candidate performance. Their teaching encourages candidates' development of reflection, critical thinking, problem solving, and professional dispositions. Faculty use a variety of instructional strategies that reflect an understanding of different learning styles. They integrate diversity and technology throughout their teaching. They assess their own effectiveness as teachers, including the positive effects they have on candidates' learning and performance.	Faculty have an in-depth understanding of their fields and are teacher scholars who integrate what is known about their content fields, teaching, and learning in their own instructional practice. They exhibit intellectual vitality in their sensitivity to critical issues. Teaching by the professional education faculty reflects the unit's conceptual framework(s), incorporates appropriate performance assessments, and integrates diversity and technology throughout coursework, field experiences, and clinical practices. Faculty value candidates' learning and adjust instruction appropriately to enhance candidate learning. They understand assessment technology, use multiple forms of assessments in determining their effectiveness, and use the data to improve their practice. Many of the unit faculty are recognized as outstanding teachers by candidates and peers across campus and in schools.

Modeling Best Professional Practices in Scholarship

Unacceptable	Acceptable	Target
Few professional education faculty are actively engaged in scholarly work that is appropriate for professionals preparing educators to work in schools.	Professional education faculty demonstrate scholarly work in their fields of specialization. They are engaged in different types of scholarly work, based in part on the missions of their institutions.	Professional education faculty demonstrate scholarly work related to teaching, learning, and their fields of specialization. They are actively engaged in inquiry that ranges from knowledge generation to exploration and questioning of the field to evaluating the effectiveness of a teaching approach.

Modeling Best Professional Practices in Service

Unacceptable	Acceptable	Target
Few unit faculty are actively involved in service activities for the college or university. Faculty are providing limited or no services to schools at a level expected by the profession. Few if any of the faculty are actively engaged in professional associations or provide education related services at the local, state, national, or international levels.	Unit faculty provide service to the college or university, school, and broader communities in ways that are consistent with the institution and unit's mission. They are actively involved with the professional world of practice in P-12 schools. They are actively involved in professional associations. They provide education related services at the local, state, national, or international levels.	Unit faculty are actively engaged in dialogues about the design and delivery of instructional programs in both professional education and P-12 schools. They work in schools with colleagues. They provide leadership in the profession, schools, and professional associations at state, national, and international levels.

Collaboration

Unacceptable	Acceptable	Target
Collaboration between professional education faculty and faculty in other college or university units does not exist or is very limited. Collaboration between professional education faculty and school colleagues is limited to supervision of field experiences and student teaching.	Professional education faculty collaborate regularly and systematically with colleagues in P-12 settings, faculty in other college or university units, and members of the broader professional community to improve teaching, candidate learning, and the preparation of educators.	Faculty are actively engaged as a community of learners regarding the conceptual framework(s) and scholarship of the classroom. They develop relationships, programs, and projects with colleagues in P-12 schools and faculty in other units of the institution to develop and refine knowledge bases, conduct research, make presentations, publish materials, and improve the quality of education for all students.

Unit Evaluation of Professional Education Faculty Performance

Unacceptable	Acceptable	Target
The unit does not evaluate professional education faculty systematically and regularly.	The unit conducts systematic and comprehensive evaluations of faculty teaching performance to	The unit's systematic and comprehensive evaluation system includes regular and

Unit Evaluation of Professional Education Faculty Performance (continued)

Unacceptable	Acceptable	Target
Evaluations that are conducted are not used to improve practice.	enhance the competence and intellectual vitality of the professional education faculty. Evaluations of professional education faculty are used to improve teaching, scholarship and service of unit faculty.	comprehensive reviews of the professional education faculty's teaching, scholarship, service, collaboration with the professional community, and leadership in the institution and profession.

Unit Facilitation of Professional Development

Unacceptable	Acceptable	Target
Professional development is not related to faculty evaluations. The unit does not encourage faculty to engage in professional development activities.	Based upon needs identified in faculty evaluations, the unit provides opportunities for faculty to develop new knowledge and skills, especially as they relate to the conceptual framework(s), performance assessment, diversity, technology, and other emerging practices.	The unit has policies and practices that encourage all professional education faculty to be continuous learners. Experienced unit faculty mentor new faculty, providing encouragement and support for developing scholarly work around teaching, inquiry, and service.

Examples of Evidence:

Unit Budget
 Faculty Assignments
 Faculty Publications, Presentations, and Grant Awards
 Faculty Interviews
 Faculty Observations
 Faculty Visitations
 Faculty Evaluations/Reflective Analysis to Describe Changes in Practice
 Teacher/Principal Interviews
 Faculty Professional Development Opportunities
 Faculty Vitae
 Involvement of Faculty in P-12 Schools
 Verification of Regional Accreditation
 Evidence That Cooperating Teachers and Adjuncts are Prepared for Their Roles

Standard 4: Program Design

The unit designs, implements, and evaluates curriculum and experiences for candidates to acquire and apply the knowledge, skills, and dispositions necessary to help all students learn. These experiences include working with diverse higher education and school faculty, diverse candidates, and diverse students in P–12 schools.

Design, Implementation, and Evaluation of Curriculum and Experiences

Unacceptable	Acceptable	Target
The unit is not clear about the proficiencies related to diversity that candidates should develop during their preparation programs. The curriculum and field experiences for the preparation of educators are not designed to prepare candidates to work effectively with diverse populations, including persons with exceptionalities. Candidates do not have an understanding of the importance of diversity in teaching and learning. They are not developing skills for incorporating diversity into their teaching and are not able to establish a classroom and school climate that values diversity. Assessments of candidate proficiencies do not provide data on candidates' ability to help all students learn.	The unit clearly articulates the proficiencies that candidates are expected to develop during their professional program. Curriculum and accompanying field experiences are designed to help candidates understand the importance of diversity in teaching and learning. Candidates learn to develop and teach lessons that incorporate diversity and develop a classroom and school climate that values diversity. Candidates become aware of different teaching and learning styles shaped by cultural influences and are able to adapt instruction and services appropriately for all students, including students with exceptionalities. They demonstrate dispositions that value fairness and learning by all students. Assessments of candidate proficiencies provide data on the ability to help all students learn. Candidates' assessment data are used to provide feedback to candidates for improving their knowledge, skills, and dispositions.	Curriculum, field experiences, and clinical practice help candidates to demonstrate knowledge, skills, and dispositions related to diversity. They are based on well-developed knowledge bases for, and conceptualizations of, diversity and inclusion so that candidates can apply them effectively in schools. Candidates learn to contextualize teaching and to draw upon representations from the students' own experiences and knowledge. They learn how to challenge students toward cognitive complexity and engage all students, including students with exceptionalities, through instructional conversation. Candidates and faculty review assessment data that provide information about candidates' ability to work with all students and develop a plan for improving their practice in this area.

Experiences Working with Diverse Faculty

Unacceptable	Acceptable	Target
Candidates have limited or no interactions in classroom settings on campus and in schools with professional education faculty, faculty from other units, and school faculty from diverse ethnic, racial, and gender groups. Professional education and school faculty have limited knowledge and experiences related to diversity. The unit is not seeking	Candidates interact in classroom settings on campus and in schools with professional education faculty, faculty from other units, and school faculty from diverse ethnic, racial, and gender groups. Faculty with whom candidates work in professional education classes and clinical practice have knowledge and experiences related to preparing candidates to work	Candidates interact in classroom settings on campus and in schools with professional education faculty, faculty in other units, and school faculty who represent diverse ethnic racial, gender, language, exceptionality, and religious groups. Faculty with whom candidates work throughout their preparation program are knowledgeable about and sensitive

Experiences Working with Diverse Faculty (continued)

Unacceptable	Acceptable	Target
faculty from diverse cultural backgrounds to increase faculty diversity.	with students from diverse cultural backgrounds, including students with exceptionalities. The affirmation of the value of diversity is shown through good-faith efforts made to increase or maintain faculty diversity.	to preparing candidates to work with diverse students, including students with exceptionalities.

Experiences Working with Diverse Candidates

Unacceptable	Acceptable	Target
Candidates do not interact and work with candidates from diverse ethnic, racial, gender, and socioeconomic groups in professional education courses on campus or in schools. Unit activities for candidates are not designed to encourage and support the involvement of candidates from diverse backgrounds. The unit is not seeking to increase the diversity of its candidates..	Candidates interact and work with candidates from diverse ethnic, racial, gender, and socioeconomic groups in professional education courses on campus and in schools. Candidates from diverse ethnic, racial, gender, and socioeconomic groups work together on committees and education projects related to education and the content areas. The affirmation of the value of diversity is shown through good faith efforts made to increase or maintain candidate diversity.	Candidates interact and work with candidates with exceptionalities and from diverse ethnic, racial, gender, language, socioeconomic, and religious groups in professional education courses on campus and in schools. The active participation of candidates from diverse cultural backgrounds and with different experiences is solicited, and valued and accepted in classes, field experiences, and clinical practice

Experiences Working with Diverse Students in P-12 Schools

Unacceptable	Acceptable	Target
Not all candidates participate in field experiences or clinical practices with exceptional students and students from diverse ethnic, racial, gender, and socioeconomic groups. The experiences do not help candidates reflect on diversity or develop skills for having a positive effect on student learning	Field experiences or clinical practice in settings with exceptional populations and students from different ethnic, racial, gender, and socioeconomic groups are designed for candidates to develop and practice their knowledge, skills, and dispositions for working with all students. Feedback from peers and supervisors helps candidates reflect on their ability to help all students learn.	Extensive and substantive field experiences and clinical practices are designed to encourage candidates to interact with exceptional students and students from different ethnic, racial, gender, socioeconomic, language, and religious groups. The experiences help candidates confront issues of diversity that affect teaching and student learning and develop strategies for improving student learning and candidates' effectiveness as teachers.

Collaboration Between Unit and School Partners

Unacceptable	Acceptable	Target
The unit makes decisions about the nature and assignment of field experiences and clinical practice independently of the schools or other agencies hosting them. The	The unit, its school partners, and other members of the professional community design, deliver, and evaluate field experiences and clinical practice to help candidates	The school and unit share and integrate resources and expertise to support candidates' learning in field experiences and clinical practice. Both unit and

Collaboration Between Unit and School Partners (continued)

Unacceptable	Acceptable	Target
unit's school partners do not participate in the design, delivery, or evaluation of field experiences or clinical practice. Decisions about the specific placement of candidates in field experiences and clinical practices are solely the responsibility of the schools.	develop their knowledge, skills, and dispositions. The unit and its school partners jointly determine the specific placement of student teachers and interns for other professional roles to provide appropriate learning experiences.	school-based faculty are involved in designing, implementing, and evaluating the unit's conceptual framework(s) and the school program; they each participate in the unit's and the school partners' professional development activities and instructional programs for candidates and for children. The unit and its school partners jointly determine the specific placements of student teachers and interns for other professional roles to maximize the learning experience for candidates and P-12 students.

Design, Implementation, and Evaluation of Field Experiences and Clinical Practice

Unacceptable	Acceptable	Target
teaching and learning. Clinical practice is not long or intensive enough for candidates to demonstrate their ability to take full responsibility for the roles for which they are preparing. Criteria for clinical faculty are not known. Clinical faculty do not demonstrate the knowledge and skills expected of accomplished school professionals. Clinical faculty do not provide regular and continuing support for student teachers and other interns.	Field experiences facilitate candidates' development as professional educators by providing opportunities for candidates to observe in schools and other agencies, tutor students, assist teachers or other school personnel, attend school board meetings, and participate in education-related community events prior to clinical practice. Both field experiences and clinical practice reflect the unit's conceptual framework(s) and help candidates continue to develop the content, professional, and pedagogical knowledge, skills, and dispositions delineated in standards. Clinical practice allows candidates to use information technology to support teaching and learning. Clinical practice is sufficiently extensive and intensive for candidates to demonstrate competence in the professional roles for which they are preparing. Criteria for clinical faculty are clear and known to all of the involved parties. Clinical faculty are accomplished school professionals. Clinical faculty provide regular and continuing support for student teachers and	Field experiences allow candidates to apply and reflect on their content, professional, and pedagogical knowledge, skills, and dispositions in a variety of settings with students and adults. Both field experiences and clinical practice extend the unit's conceptual framework(s) into practice through modeling by clinical faculty and well-designed opportunities to learn through doing. During clinical practice, candidate learning is integrated into the school program and into teaching practice. Candidates observe and are observed by others. They interact with teachers, college or university supervisors, and other interns about their practice regularly and continually. They reflect on and can justify their own practice. Candidates are members of instructional teams in the school and are active participants in professional decisions. They are involved in a variety of school - based activities directed at the improvement of teaching and learning, including the use of information technology. Candidates collect data on student learning, analyze them, reflect on

*Design, Implementation, and Evaluation of Field Experiences and Clinical Practice (continued)***Unacceptable****Acceptable****Target**

other interns through such processes as observation, conferencing, group discussion, email, and the use of other technology.

their work, and develop strategies for improving learning.

Clinical faculty are accomplished school professionals who are jointly selected by the unit and partnering schools. Clinical faculty are selected and prepared for their roles as mentors and supervisors and demonstrate the skills, knowledge, and dispositions of highly accomplished school professionals.

*Candidates' Development and Demonstration of Knowledge, Skills,
and Dispositions to Help all Students Learn*

Unacceptable**Acceptable****Target**

No entry or exit criteria exist for candidates in clinical practice. Assessments used in clinical practice are not linked to candidate competencies delineated in professional, state, and institutional standards. Assessments do not examine candidates' effect on student learning. Assessments of candidate performance are not conducted jointly by candidates, and college or university, and school faculty. Feedback and coaching in field experiences and clinical practice are not evident. Field experiences and clinical practice do not provide opportunities for candidates to develop and demonstrate knowledge, skills, and dispositions for helping all students learn. Candidates do not work with students with exceptionalities or with students from diverse ethnic, racial, gender, and socioeconomic groups in their field experiences or clinical practice.

Entry and exit criteria exist for candidates in clinical practice. Assessments used in clinical practice are linked to candidate competencies delineated in professional, state, and institutional standards. Multiple assessment strategies are used to evaluate candidates' performance and effect on student learning. Candidates, school faculty, and college or university faculty jointly conduct assessments of candidate performance throughout clinical practice. Both field experiences and clinical practice allow time for reflection and include feedback from peers and clinical faculty. Field experiences and clinical practice provide opportunities for candidates to develop and demonstrate knowledge, skills, and dispositions for helping all students learn. All candidates participate in field experiences or clinical practice that include students with exceptionalities and students from diverse ethnic, racial, gender, and socioeconomic groups.

Candidates demonstrate mastery of content areas and pedagogical and professional knowledge before admission to and during clinical practice. Assessments used in clinical practice indicate that candidates meet professional, state, and institutional standards and have a positive effect on student learning. Multiple assessments are used by candidates and clinical faculty to determine areas that need improvement and to develop a plan for improvement. Candidates work collaboratively with other candidates and clinical faculty to critique and reflect on each others' practice and their effects on student learning with the goal of improving practice. Field experiences and clinical practice facilitate candidates' exploration of their knowledge, skills, and dispositions related to all students. Candidates develop and demonstrate proficiencies that support learning by all students as shown in their work with students with exceptionalities and those from diverse ethnic, racial, gender, and socioeconomic groups in classrooms and schools.

Examples of Evidence:

Lesson Plans

Reflective Journals

Diversity Data for Institution, Unit, Faculty, School Districts, and State

Examples of Evidence (continued):

Evidence of “Positive Impact on Student Learning.”

Faculty Interviews

Candidate Interviews

Clinical Experience Assessment Instruments

Unit Analysis and Summaries of Assessment Data

Description of Conceptual Framework

Evidence of Preparation of Cooperating Teachers and Clinical Faculty

Standard 5: Knowledge and Skills

Candidates preparing to work in schools as teachers or other professional school personnel know and demonstrate the content, pedagogical, and professional knowledge, skills, and dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.

*Content Knowledge for Teacher Candidates
(Initial and Continuing Preparation of Teachers)*

Unacceptable	Acceptable	Target
Teacher candidates have inadequate knowledge of subject matter that they plan to teach as shown by their inability to give examples of important principles or concepts delineated in professional, state, and institutional standards.	Teacher candidates know the subject matter that they plan to teach as shown by their ability to explain important principles and concepts delineated in professional, state, and institutional standards.	Teacher candidates have in-depth knowledge of the subject matter that they plan to teach as described in professional, state, and institutional standards. They demonstrate their knowledge through inquiry, critical analysis, and synthesis of the subject.

Content Knowledge for Other Professional School Personnel

Unacceptable	Acceptable	Target
Candidates for other professional school roles have an inadequate understanding of their field as shown by their inability to give examples of important principles or concepts delineated in professional, state, and institutional standards.	Candidates for other professional school roles know their fields as shown by their ability to explain principles and concepts delineated in professional, state, and institutional standards.	Candidates for other professional school roles have a thorough understanding of the central concepts, tools of inquiry, and structures of their fields as delineated in professional, state, and institutional standards and shown through inquiry, critical analysis, and synthesis.

*Pedagogical Content Knowledge for Teacher Candidates
(Initial and Continuing Preparation of Teachers)*

Unacceptable	Acceptable	Target
Teacher candidates do not understand the relationship of content and pedagogy delineated in professional, state, and institutional standards in a way that helps them develop learning experiences that integrate technology and build on students' cultural backgrounds and knowledge of content so that students learn.	Teacher candidates have a broad knowledge of instructional strategies that draws upon content and pedagogical knowledge and skills delineated in professional, state, and institutional standards to help all students learn. They facilitate student learning of the subject matter through presentation of the content in clear and meaningful ways and through the integration of technology.	Teacher candidates reflect a thorough understanding of pedagogical content knowledge delineated in professional, state, and institutional standards. They have in-depth understanding of the subject matter that they plan to teach, allowing them to provide multiple explanations and instructional strategies so that all students learn. They present the content to students in challenging, clear, and compelling ways and integrate technology appropriately.

Professional and Pedagogical Knowledge and Skills for Teacher Candidates
(Initial and Continuing Preparation of Teachers)

Unacceptable	Acceptable	Target
Candidates have not mastered professional and pedagogical knowledge and skills delineated in professional, state, and institutional standards as shown in their lack of knowledge of school, family, and community contexts or in their inability to develop learning experiences that draw on students' prior experience.	Candidates use their professional and pedagogical knowledge and skills delineated in professional, state, and institutional standards to facilitate learning. They consider the school, family, and community contexts in which they work and the prior experience of students to develop meaningful learning experiences.	Candidates reflect a thorough understanding of professional and pedagogical knowledge and skills delineated in professional, state, and institutional standards, as shown in their development of meaningful learning experiences to facilitate student learning for all students. They reflect on their practice and make necessary adjustments to enhance student learning. They know how students learn and how to make ideas accessible to them. They consider school, family, and community contexts in connecting concepts to students' prior experience, and applying the ideas to real world problems.

Professional Knowledge and Skills for Other School Personnel

Unacceptable	Acceptable	Target
Candidates have not mastered the professional knowledge that undergirds their fields and is delineated in professional, state, and institutional standards. Lack of knowledge is shown in their inability to use research or technology or to understand the cultural contexts of the school(s) in which they provide professional services.	Candidates have an adequate understanding of the professional knowledge expected in their fields and delineated in professional, state, and institutional standards. They know their students, families, and communities; use current research to inform their practices; use technology in their practices; and support student learning through their professional services.	Candidates have an in-depth understanding of professional knowledge in their fields as delineated in professional, state, and institutional standards. They collect and analyze data related to their work, reflect on their practice, and use research and technology to support and improve student learning.

Dispositions for All Candidates

Unacceptable	Acceptable	Target
Candidates are not familiar with professional dispositions delineated in professional, state, and institutional standards. They do not model these dispositions in their work with students, families, and communities.	Candidates are familiar with the dispositions expected of professionals. Their work with students, families, and communities reflects the dispositions delineated in professional, state, and institutional standards.	Candidates' work with students, families, and communities reflects the dispositions expected of professional educators as delineated in professional, state, and institutional standards. Candidates recognize when their own dispositions may need to be adjusted and are able to develop plans to do so.

*Student Learning for Teacher Candidates
(Initial and Continuing Preparation of Teachers)*

Unacceptable	Acceptable	Target
Teacher candidates do not accurately assess student learning or develop learning experiences based on students' developmental levels or prior experience.	Teacher candidates focus on student learning as shown in their assessment of student learning, use of assessments in instruction, and development of meaningful learning experiences for students based on their developmental levels and prior experience.	Teacher candidates accurately assess and analyze student learning, make appropriate adjustments to instruction, monitor student learning, and have a positive effect on learning for all students.

Student Learning for Other Professional School Personnel

Unacceptable	Acceptable	Target
Candidates for other professional school roles do not facilitate student learning as they carry out their specialized roles in schools. They are unable to create positive environments for student learning appropriate to their responsibilities in schools. They do not have an understanding of the diversity and policy contexts within which they work.	Candidates for other professional school roles create positive environments for student learning. They understand and build upon the developmental levels of students with whom they work; the diversity of students, families, and communities; and the policy contexts within which they work.	Candidates for other professional school roles critique and reflect on their work within the context of student learning. They establish educational environments that support student learning, collect and analyze data related to student learning, and apply strategies for improving student learning within their own jobs and schools.

In addition, teacher candidates need to demonstrate knowledge and skills to provide learning opportunities supporting students' intellectual, social, and personal development. Teacher candidates are able to create instructional opportunities adapted to diverse learners. They encourage students' development of critical thinking, problem solving, and performance skills. They are able to create learning environments encouraging positive social interaction, active engagement in learning, and self-motivation. Teacher candidates foster active inquiry, collaboration, and supportive interaction in the classroom. They plan instruction based upon knowledge of subject matter, students, families, the community, and curriculum goals. Teacher candidates evaluate students' academic achievement as well as their social and physical development and use the results to maximize students' motivation and learning. They are able to reflect on and continually evaluate the effects of choices and actions on others and actively seek out opportunities to grow professionally. They also are able to foster relationships with school colleagues, parents and families, and agencies in the larger community to support students' learning and well being. Teacher candidates need to demonstrate knowledge and skills related to the state learning goals and essential academic learning requirements, issues related to abuse, the professional certificate standards, subject matter content, prevention and diagnosis of reading difficulties and research-based intervention strategies, and strategies for effective participation in group decision making.

Candidates preparing to work in schools as other school personnel demonstrate the knowledge, skills, and dispositions necessary to meet professional, state, and institutional standards. These roles include the positions of

- school administrators, including principals and program administrators
- school counselors

- school psychologists
- school superintendents
- school social workers

Candidates in these graduate programs develop the ability to apply research and research methods. They also develop knowledge of learning, the social and cultural context in which learning takes place, and practices that support learning in their professional roles. Candidates might assess the school environment by collecting and analyzing data on student learning as it relates to their professional roles and developing positive environments supportive of student learning. Institutions must submit program documentation, including candidate performance data, that responds to professional standards for national and/or state review prior to and during the on-site visit.

Examples of Evidence:

Portfolios
Candidate Interviews
Follow-Up Survey Data
Unit Analysis and Summaries of Performance Assessment Data
Data on Student Learning
Research Papers